

6 month reporting date 12/01/05 received 10/31/05
12 month reporting date 04/10/06 received 1/16/06
Closed 1/24/06

West Central School District Improvement Plan/Progress Report Form

Principle One : General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) File reviews and interviews with district staff indicated referral are not done for preschool children. Staff was not aware a written referral was needed for preschool children who may be in need of special education.				
Desired Outcome(s): Through systemic change, the district will achieve these results for students with disabilities and their families. The district will complete a written referral for all children.				
1. Measurable Goal: The district determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. A written referral will be completed for all children referred to special education.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve? The district will complete a written referral for preschool age children whenever an evaluation has been requested, including parent request.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the number of preschool children who were evaluated for special education services and of that number how many had a written referral within their file.</p>	<p>August 30, 2005 On going there after</p>	<p>Early Childhood Special Education Teacher and Director of Special Services</p>	<p>Met 11-13-05</p>	
<p>Please explain the data (6 month)The West Central School District held their Preschool Screening on September 8. From this screening 8 children were identified and evaluated for special education services. All 8 students had a written referral in their file. The written referral used was the referral on the DDN.</p>				

<p>Principle Three: Appropriate Evaluation</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In two file reviews completed by the monitoring team, where revaluation of one student was completed in January 2004 and the other in November 2004, the disabling condition reported on the child count was not substantiated by documentation within the files. The students' evaluation information did not support the eligibility criteria for specific learning disability. Evaluation data in both files did not indicate a severe discrepancy of 1.5 standard deviation between achievement and intellectual ability in one or more of the seven learning disability areas. Interviews with staff indicated the district uses the achievement (plus/minus) standard error of measurement to determine eligibility.</p>
<p>Desired Outcome(s): Through systemic change, the district will achieve these results for students with disabilities and their families.</p> <p>The district will follow the state's eligibility criteria when determining whether or not a student qualifies for special education services.</p>

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<p>1. Measurable Goal: The district determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>When student is determine eligible for a specific learning disability evaluation information will support the eligibility criteria.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? <i>The district will conduct an in-service to review and discuss the state eligibility criteria for specific learning disability.</i></p> <p>What data will be given to SEP to verify this objective? <i>The district will submit to SEP the date of the meeting, list of people in attendances and summary of procedural outcomes.</i></p>	<p>As soon as possible</p>	<p>Director of Special Services, School psychologist</p>	<p>Met 11-13-05</p>	
<p>Please explain the data (6 month) An in service was held on March 9 to review and discuss the state eligibility criteria for a learning disability. The procedural outcomes are that the Multidisciplinary team will use the eligibility criteria for LD and will only use the discrepancy of 1.5 standard deviation between achievement and intellectual ability instead of the plus/minus standard error of measurement. The following people were in attendance: Carrie Johnke, Jodi Carlson, Amy Hiedeman, Nichole Miller, Val Wibben Jennifer Gross, Jessica Hagen, Kelli Bortnem, Nicole Gabriel, Tyann Nieman, Amy Holtz, Patty Lambert, and John Ratzloff.</p>				

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<p>2. What will the district do to improve? The district will reconvene both student's IEP committee and revisit eligibility for special education or special education and related services.</p> <p>What data will be given to SEP to verify this objective? The district will submit a copy of each student's multidisciplinary report, which will document the outcome of the meeting.</p>	<p>As soon as possible No later then March 30, 2005</p>	<p>Director of Special Services, School psychologist</p>	<p>Met 11-13-05</p>	
<p>Please explain the data (6 month) A report for each student has been mailed to Peggy Mattke. An override was written for one case and a dismissal was done for the other student.</p>				

<p>Principle Five: Individual Education Program</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In twelve of the twenty files reviewed, present levels of performance did not consistently contain the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths and needs along with how the disability affects the student's involvement in the general curriculum). Parental input was consistently documented in the present level of performances. File reviews and interviews with staff indicated a need to improve functional assessments to acquire the needed information to develop present levels of performances for students eligible for special education services.</p>
<p>Desired Outcome(s): Through systemic change, the district will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that student's present levels of performance (PLOP) consistently contain the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths, needs along with how the disability affects the student's involvement in the general curriculum and parent input).</p>

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<p>1. Measurable Goal: The district determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>Present levels of performance (PLOP) for all students will consistently contain the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths, needs along with how the disability affects the student's involvement in the general curriculum and parent input).</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The district will conduct an in-service to review and discuss functional assessment.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the date of the meeting, list of people in attendances and summary of procedural outcomes.</p>	<p>As soon as possible</p>	<p>Special Education Staff and Director of Special Services</p>	<p>Met 11-13-05</p>	
<p>Please explain the data (6 month) An in service was held on March 9 to address functional assessments and the present levels of performance. The procedural outcomes of this are that two forms have been created to assist collecting functional information from classroom teachers and special education teachers. The following materials were purchased and are now in use: Qualitative Reading Inventory: 3, Brigance Diagnostic Inventory of Early Development 2, Enderly-Severson Transition Rating Scale. The following people were in attendance at the meeting: Carrie Johnke, John Razloff, Jodi Carlson, Amy Hiedeman, Nichole Peterson, Val Wibben, Jennifer Gross, Jessica Hagen, Kelli Bortnem, Nicole Gabriel, Tyann Nieman, Amy Holtz, Patty Lambert.</p>				

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<p>2. What will the district do to improve? The district will provide functional assessments for all areas of need as determined by the special education referral and the comprehensive evaluation.</p> <p>What data will be given to SEP to verify this objective? The district will spot check two files recently evaluated or reevaluated from each special education teacher and submit the number to SEP and of that number how many children who were evaluated for special education services had appropriate functional assessment completed.</p>	<p>August 30, 2005 On going there after</p>	<p>Special Education Staff and Director of Special Services</p>	<p>On going when all teachers have completed an evaluation or reevaluation report findings in 12 month reporting period</p>	<p>Met 1-16-06</p>
<p>Please explain the data (6 month) After March 9th teachers were asked to submit 2 student files to spot check for functional assessments of students who were evaluated or reevaluated. The spot check consisted of 10 student files. All 10 files had functional assessments completed in their Present Levels of Performance. At this time not all teachers have/had completed an evaluation or reevaluation from the time of the in service.</p>				
<p>Please explain the data (12 month) As of January 16, all 8 teachers have submitted two files that they have evaluated or re-evaluated since March 9th of 2005. All 16 files included functional assessments as part of the evaluation process.</p>				

Principle Five: Individual Education Program

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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In four of twenty files reviewed, the IEP indicated extended school year was needed indicating what goal(s) would be worked on and documentation of parent consent. Information lacking on the student's IEP for ESY was type of service(s), beginning date, ending date, and the amount of service(s). Interviews with staff indicated they had done these requirements on the previous IEP form; however, in switching forms all the required content information was overlooked when developing the IEP.</p>				
<p>Desired Outcome(s): Through systemic change, the district will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that the student's IEP team determines the need for ESY</p>				
<p>2. Measurable Goal: The district determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>The student's IEP document will reflect that appropriate procedures were followed when providing ESY services</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? The district will hold an in-service regarding ESY.</p> <p>What data will be given to SEP to verify this objective? The district will report the date and the people who attended.</p>	<p>March 18, 2005</p>	<p>Special Education Staff and Director of Special Services</p>	<p>Met 11-13-05</p>	

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Please explain the data (6 month) An in service was held on March 9 regarding ESY requirements and procedures. The following people were in attendance: Carrie Johnke, John Ratzloff, Jodi Carlson, Amy Hiedeman, Nichole Peterson, Val Wibben, Jennifer Gross, Jessica Hagen, Kelli Bortrem, Nicole Gabriel, Tyann Nieman, Amy Holtz, and Patty Lambert.

Please explain the data (12 month)

<p>2. What will the district do to improve? All students' IEP will have ESY documented as needed, not needed or to be determined. When ESY is needed the IEP will reflect that appropriate procedures were followed when providing ESY services</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the total number of students who have been determined in need of ESY for the school year and of those files report the number of student files that reflect that appropriate procedures were followed when providing ESY services.</p>	<p>August 30, 2005 On going there after</p>	<p>Special Education Staff and Director of Special Services</p>	<p>Met 11-13-05</p>	
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Please explain the data (6 month) The total number of students that attended ESY summer 2005 were 15. All 15 files had the appropriate procedures documented for ESY services. The listed the type of service, amount of service, beginning date, and ending date.

Please explain the data (12 month)

Principle Five: Individual Education Program

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In file reviews for students in need of transition services, the IEP did not provide an outcome orientated plan designed to assist students in moving out of school into appropriate post-secondary settings. The present levels of performance did not contain the student's transition strengths and needs based upon evaluation. Individual Education Programs (IEPs) for transition age students did not contain activities/services, person responsible or initiation dates which would promote movement to adulthood. Potential activities were occasionally documented in the justification statement, for example, "will have the opportunity to job shadow different jobs over the next couple of years, __ will also be taking different career inventory tests over the next few years." Staff interviews indicated transition activities do occur for the students but they were unclear as to how to document the services in the IEP.</p>				
<p>Desired Outcome(s): Through systemic change, the district will achieve these results for students with disabilities and their families.</p> <p>The district will ensure students in need of transition services, have within their IEP an outcome orientated plan designed to assist students in moving out of school into appropriate post-secondary settings. The present levels of performance will contain the student's transition strengths and needs based upon evaluation. Based on the student's IEP PLOP for transition the district will address appropriate activities/services, person responsible or initiation dates which would promote movement to adulthood.</p>				
<p>3. Measurable Goal: The district determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>All students in need of transition services will have it addressed on their IEP.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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<p>1. What will the district do to improve? The district will hold an in-service for appropriate special education staff to review and discuss transition issues.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the date of the meetings, list of people in attendances and summary of outcome(s).</p>	<p>March 30, 2005</p>	<p>Special Education Staff and Director of Special Services</p>	<p>Met 11-13-05</p>	
<p>Please explain the data (6 month) An in service was held on April 19 with Bev Peterson a Transition Liason for Eastern SD. Bev addressed the following areas: PLOP (needs to contain strengths, needs, how the disability affects the student involvement and progress in the general curriculum. It also needs to include student and parent involvement. She also addressed the 5 skills areas that need to be addressed for transition (employment, home, community, post secondary, adult services) The Enderly-Severson Transition Rating Scale is being completed on each student to assist in this process for each student. The following people are in attendance: Amy Holtz, Patty Lambert, Carrie Johnke, Bev Peterson, Val Wibben, Jennifer Gross, Jessica Hagen.</p>				
<p>Please explain the data (12 month)</p>				

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<p>2. What will the district do to improve? The district will ensure students in need of transition services, have within their IEP an outcome orientated plan designed to assist students in moving out of school into appropriate post-secondary settings. The present levels of performance will contain the student's transition strengths and needs based upon evaluation. Based on the student's IEP PLOP for transition the district will address appropriate activities/services, person responsible or initiation dates which would promote movement to adulthood.</p> <p>What data will be given to SEP to verify this objective? The district will submit the number of students in need of a transition plan and of those in need of transition how many had IEPs which appropriately addressed PLOP (strengths, needs, how the disability affects the student involvement and progress in the general curriculum and student/parent input) in the five skill area(s), activities/services, person responsible or initiation dates which would promote movement to adulthood</p>	<p>August 30, 2005 On going there after</p>	<p>Special Education Staff and Director of Special Services</p>	<p>Met 11-13-05</p>	
<p>Please explain the data (6 month) Currently the West Central School district has 30 high school students. 25 students have appropriately addressed the student's transition plan. The other 5 students are freshman and have not had their annual IEP as of this date.</p>				
<p>Please explain the data (12 month)</p>				